

# Administrators' innovative managerial ethics and teachers' job effectiveness in public secondary schools in Bayelsa State

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**ABSTRACT:** The study examined a correlational research design to determine the relationship between administrators' innovative managerial ethics and teachers' job effectiveness in public secondary schools in Bayelsa State. The Target population of the study consisted of all 3578 teachers from the 219 public senior secondary schools in Bayelsa State. A sample size of 450 teachers was selected for the study. The research instruments used in the study were the Administrators' Innovative Managerial Ethics Questionnaire and the Teachers' Job Effectiveness Questionnaire, which were used to gather data for the study. The reliability coefficient of the study was calculated using Cronbach's alpha reliability coefficient statistics of 0.81 and 0.75, respectively, with the overall reliability index of 0.78. Data collected was analysed using Pearson's Product-Moment Correlation (PPMC). Multiple regression was used to answer research questions, while hypotheses were tested at a 0.05 level of significance. The researcher recommended that the Bayelsa State Ministry of Education should promote ethical leadership among secondary school administrators and foster innovation through creative teaching, new techniques, and novel instructional strategies, enhancing teacher effectiveness, accountability, and the overall quality of education.

**Keywords:** Administration, effectiveness, innovative, managerial ethics, teachers' jobs.

## INTRODUCTION

Education is widely recognised as a cornerstone for societal development, and the quality of education largely depends on both effective leadership and motivated teaching personnel. In Bayelsa State, Nigeria, public secondary schools are confronted with increasing challenges, including inadequate resources, high student-teacher ratios, and the demand for improved learning outcomes. These challenges necessitate a shift from traditional administrative practices toward innovative managerial ethics, where administrators not only manage but also inspire, motivate, and ethically lead their staff to maximise teachers' effectiveness.

In the rapidly evolving landscape of educational administration, the role of school leaders extends beyond traditional management to encompass innovative ethical

practices that address contemporary challenges (Adelakun, 2018). Administrators' innovative managerial ethics involve management and interpersonal relations. These ethical innovations are crucial in navigating issues such as technological integration, cultural diversity, crisis management, and participatory governance within educational institutions.

In an age where rapid technological advancements and complex global dynamics redefine the boundaries of leadership, the role of administrators is evolving beyond traditional management. No longer confined to enforcing rules or maintaining order. Administrators' Innovative Managerial Ethics refers to the blend of ethical principles and creative leadership strategies applied by school administrators to enhance organisational performance. It

encompasses traits such as ethical decision-making, participatory leadership, transparency, accountability, and the adoption of technology-driven management practices. Innovative administrators are those who can navigate complex challenges while fostering a positive, collaborative, and ethically sound work environment. Recent educational research highlights that administrators who embrace innovation in their managerial approaches can significantly influence teachers' morale, job satisfaction, and overall productivity (Igwele and Oladunjoye, 2025).

Administrators' innovative managerial ethics involve the adoption of creative, adaptive, and context-sensitive ethical principles in decision-making, resource management, and interpersonal relations. These ethical innovations are crucial in navigating issues such as technological integration, cultural diversity, crisis management, and participatory governance within educational institutions. Eke (2024) stated that administrators are called to be ethical innovators, professionals who blend strategic foresight with moral integrity. Innovative managerial ethics represents this shift: a forward-thinking framework that challenges leaders not only to do things right but to do the right things creatively, consistently, and consciously. Administrators are individuals in positions of leadership and governance in government, education, corporate, and non-profit sectors responsible for planning, organising, directing, and evaluating resources and staff.

Okoye (2025) stated that an administrator is an individual who holds responsibility for designing, coordinating, and overseeing the structures, policies, and resources of an organisation to ensure its goals and objectives are met efficiently, equitably, and in alignment with ethical standards. Therefore, an administrator is not just a manager; they are leaders, ethical stewards, policy-makers, and change agents. Their decisions shape the culture, effectiveness, and public trust of the institution they serve. In essence, administrators operate at a level where strategic oversight, policy-making, and the establishment of frameworks take precedence over the day-to-day operational execution. As organisations strive to remain competitive and socially responsible, administrators must adopt ethical models that are adaptive, transparent, and grounded in long-term sustainability. This new ethical frontier requires decision-making that embraces ambiguity, encourages inclusion, and aligns innovation with purpose.

Innovation is a word that is derived from the Latin word *innovare*, meaning "into new". The simplest definition of innovations is doing something different. Innovation is a word that is often used in education and business; it means something risky, costly and time-consuming (Costello and Prohaska, 2019). Ene (2024) stated that administrators' innovativeness is the capacity of school administrators to apply new ideas, creative solutions, and ethical leadership

practices in managing school resources, staff, and students to achieve better educational outcomes.

Omoele (2024) stated that innovative administrators create a supportive and dynamic school environment, which improves teachers' job effectiveness, helps schools respond to modern educational challenges and raises student achievement. Their leadership style fosters ethical practices, collaboration, and continuous improvement.

Emeka *et al.* (2025) administrators' innovation is about being creative, ethical, and forward-thinking in school leadership, not just managing day-to-day tasks, but transforming the school into a better learning environment. Innovative managerial ethics encompass the ethical principles and innovative strategies employed by administrators to foster a conducive learning environment. These include transparent decision-making, ethical leadership, and the integration of modern management practices that align with the evolving educational needs. Studies have highlighted that administrators' competencies, such as instructional supervision and in-service training, significantly influence teachers' job performance in Bayelsa State.

Edwin *et al.* (2024) exploration of innovative managerial ethics for administrators invites a bold question: Can ethical leadership be as disruptive as technological change? If so, what principles must guide this transformation? Through this lens, we uncover how ethical innovation is not just a possibility, but a necessity for the resilient, credible, and visionary organisations of tomorrow.

Oyedeki (2025) administrators' innovative managerial ethics refers to a forward-thinking, adaptive approach to ethical leadership and decision-making in administrative roles, one that goes beyond traditional rule-following to creatively solve problems, foster accountability, and drive organisational integrity in a changing world.

Innovation in ethics means applying creative, proactive, and strategic thinking to ethical issues. It is about anticipating challenges, using new models or technologies, and embedding ethics into dynamic management practices. Innovation in ethics is the intentional adaptation of novel ethical practices, codes, or mechanisms in response to changing social, technological or institutional conditions in order to strengthen moral behaviour, stakeholder trust and societal good (Nwonkwo, 2025). Innovation in ethics is the process of rethinking and improving ethical principles, frameworks, and practices to address new challenges, especially those arising from technology, globalisation, and societal change.

Ehichioya and Ikharebha (2025) stated that Innovation in ethics helps organisations remain legitimate, trustworthy and responsive to stakeholder demands in a changing environment that links with sustainable innovative development in technology and education to foster ethical practices that ensure benefits are equitable and durable. Managerial ethics is the code of moral principles and values that govern the behaviours of a person or group

with respect to what is right or wrong.

Daft (2010) asserts that managerial ethics is a strong commitment to moral principles, values, and standards that guide the behaviour of managers in their professional roles when making decisions that affect stakeholders, employees, organisations, and the broader society. Innovation in managerial ethics means an administrator applying creative, proactive, and strategic thinking to ethical issues. It is about anticipating challenges, using new models or technologies, and embedding ethics into dynamic management practices.

Madu and Nelson (2024) stated that innovation in managerial ethics is the intentional adaptation of novel ethical practices, codes, or methods in response to changing social, technological, emotional or institutional conditions in order to strengthen moral behaviour, stakeholder trust and societal good. The interplay between administrators' innovative managerial ethics and teachers' job effectiveness is crucial for the overall performance of public secondary schools in Bayelsa State. Ethical leadership practices, such as participatory decision-making, communication, empower teachers, fostering a sense of ownership and commitment to their roles. This collaborative environment not only enhances job satisfaction but also translates into improved student outcomes.

Teachers' job effectiveness is the degree to which teachers successfully perform their duties, impacting students' academic achievement, the school's reputation, and overall educational outcomes. Effective teachers demonstrate professional competence, ethical responsibility, continuous engagement in professional development, and innovative instructional practices. However, teachers' performance is not only determined by personal capability but is closely linked to the ethical and managerial behaviours of school administrators. Administrators' decisions regarding workload management, professional growth opportunities, recognition, and workplace fairness play a crucial role in shaping teachers' performance and motivation (Igho, 2024). Teacher job effectiveness refers to how well a teacher performs their duties in promoting student learning, maintaining discipline, managing the classroom, and contributing to the school's overall goals. It is often measured by student outcomes, teaching practices, and professional conduct. An effective teacher consistently improves student achievement, engagement, and character development while maintaining professionalism and continuous self-improvement. Effective teachers possess a combination of knowledge, skills, values and attitudes that enable them to create a supportive and inclusive learning environment and have a deep understanding of the subject matter they are teaching.

Ethical leadership is a leadership style guided by respect for ethical beliefs, values, and the dignity and rights of others. It involves leading with integrity, making fair and

principled decisions, and promoting ethical behaviour within an organisation or group. Brown *et al.* (2005) stated that ethical leadership involves demonstrating appropriate conduct through personal actions and relationships, and encouraging such behaviour in followers through communication, reinforcement, and decision-making. Ethical leadership is a leadership style guided by respect for ethical beliefs, values, and the dignity and rights of others. It focuses on leading in a morally responsible way that aligns with principles such as honesty, fairness, accountability, and integrity. Nwachuku *et al.* (2025) stated that ethical leadership is guided by integrity, honesty, fairness, respect, and accountability—valuing others' opinions, rights, and dignity, taking responsibility for actions, and holding others to the same standard. It involves leading by example through ethical behaviour demonstrated in actions, not just words.

Innovation orientation is the strategic mindset and cultural tendency of administrators to proactively support and implement new ideas, processes, technologies, or policies while ensuring such innovation aligns with ethical standards and values. According to Omoeffe (2024), innovation orientation in school leaders enhances teachers' job effectiveness by promoting proactive problem-solving, strategic thinking, ethical practices, and a supportive environment that fosters professional growth and improved student outcomes. It reflects how well an administrator aligns innovation practices with core ethical values like transparency, fairness, social responsibility, and accountability. Therefore, innovation orientation develops unique internal resources such as ethical leadership that give them a competitive advantage, develops dynamic capabilities that help administrators respond to change ethically that align with ethical values.

Emeka *et al.* (2025) stated that innovation orientation, as a key factor, represents the extent to which administrators adopt and promote innovation in ways that align with ethical principles. such as fairness, accountability, and transparency. It is measured through attitudes, policy support, and ethical evaluation mechanisms integrated into innovation processes. Innovation orientation is a strategic and cultural approach within an organisation that emphasises the importance of innovation as a central value and operational priority. It shapes how an organisation thinks, makes decisions, allocates resources, and responds to educational changes. It is also about generating new ideas, creating a structured and supportive environment where innovation is consistently pursued, valued, and integrated into organisational practices.

### Statement of the problem

In the rapidly evolving educational landscape, the need for innovative leadership and ethical governance in schools has become increasingly critical. In Bayelsa State public

secondary schools, challenges such as declining teacher morale, inconsistent instructional quality, student underachievement, and weak accountability systems raise serious concerns about the effectiveness of existing administrative practices. At the core of these challenges is the relationship between school administrators' innovative and ethical leadership capacities and teachers' job effectiveness. Although innovative management practices, such as technology integration, data-driven decision-making, participatory leadership, and flexible supervision, have shown positive outcomes globally, their application in Bayelsa State remains limited. Ethical shortcomings, including favouritism in teacher postings, lack of transparency in resource allocation, and inconsistent enforcement of professional standards, further erode trust, commitment, and job satisfaction among teachers. Many administrators continue to rely on outdated management approaches that do not actively involve teachers in the instructional process, resulting in low motivation, inadequate professional support, and limited innovation in school culture. Despite increased policy attention to school leadership and ethics, there is a lack of empirical evidence on how administrators' innovative managerial ethics influence teachers' job effectiveness within the socio-cultural and economic context of Bayelsa State, thereby necessitating this study.

### **Purpose of the study**

The purpose of the study is to determine the relationship between administrators' innovative managerial ethics and teachers' job effectiveness in public secondary schools in Bayelsa State. Specifically, the study sought to:

1. determine the relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State.
2. determine the relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State.

### **Research questions**

This study was guided by the following questions

1. What is the relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State?
2. What is the relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State?

### **Research hypotheses**

The following research Hypotheses guided the study and were tested at 0.05 alpha level.

**H<sub>01</sub>:** There is no significant relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State.

**H<sub>02</sub>:** There is no significant relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State.

## **METHODOLOGY**

The study examined a correlational research design to determine the relationship between administrators' innovative managerial ethics and teachers' job effectiveness in public secondary schools in Bayelsa State. The Target population of the study consisted of all 3578 teachers from the 219 public senior secondary schools in Bayelsa State. A sample size of 450 teachers was selected for the study. The research instruments used in the study were the Administrators' Innovative Managerial Ethics Questionnaire (AIMEQ) and Teachers' Job Effectiveness Questionnaire (TJEQ), which were used to gather data for the study. The reliability coefficient of the study was calculated using Cronbach's alpha reliability coefficient statistics of 0.81 and 0.75 obtained respectively, with the overall reliability index of 0.78. Data collected was analysed using Pearson's Product-Moment Correlation (PPMC). Multiple regression was used to answer research questions, while hypotheses were tested at a 0.05 level of significance.

## **RESULTS**

**Research Question 1: What is the relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State?**

The results in Table 1 showed the regression analysis of the relationship between ethical leadership and teachers' job effectiveness. The results show that the independent variable (ethical leadership) has a positive regression weight. Accordingly, the measure of teachers' job effectiveness has 0.692, which is 69.2% regression weight. The coefficient determination of R<sup>2</sup> is 0.479. This implies that 47.9% of the teachers' job effectiveness in instructional performance in public secondary schools in Bayelsa State.

**Research Question 2: What is the relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State?**

The results in Table 2 showed the regression analysis of the relationship between innovation orientation and

**Table 1.** Simple regression analysis between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State.

Model	N	Regression weight	R	Regression square R <sup>2</sup>
1	450	0.692	0.692a	0.479

Source: Researchers' Field survey, 2025.

**Table 2.** Regression analysis between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State.

Model	N	Regression weight	R	Regression square R <sup>2</sup>
1	450	0.585	0.585a	0.340

Source: Researchers' Field survey, 2025.

**Table 3.** ANOVA of simple regression of the relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State.

Model	Sum of squares	df	Mean square	F	sig
Regression	13863.405	1	13863.405	411.244	0.000
Residual	15102.475	448	33.711		
Total	28965.880	449			

Source: Researchers' Field survey, 2025.

**Table 4.** Showed the ANOVA of simple regression of the relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State.

Model	Sum of squares	df	Mean square	F	sig
Regression	4816.650	1	4816.650	138.224	0.000
Residual	9234.386	448	34.847		
Total	28965.880	449			

Source: Researchers' Field survey, 2025.

teachers' job effectiveness. The analysis shows that the independent variable innovation orientation has a positive regression impact. Accordingly, the measure of teachers' job effectiveness in public secondary schools in Bayelsa has 0.585%, which is 58.5% regression impact. The coefficient determination of R<sup>2</sup> is 0.340. This implies that only 58.5% of the teachers' job effectiveness in public secondary schools in Bayelsa State.

**H<sub>01</sub>: There is no significant relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State**

Table 3 showed the ANOVA of the simple regression of the relationship between administrators' innovative managerial ethics and teachers' job effectiveness in public secondary schools in Bayelsa State. The table revealed that the f-value is 411.224, the p-value is 0.000, and it is less than the 0.05 level of significance, showing that

administrators' innovative managerial ethics have a positive impact on teachers' job effectiveness in public secondary schools in Bayelsa State. Therefore, the hypothesis, which stated that there is no significant relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State, was rejected. This shows that there is a significant relationship between the relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State.

**H<sub>02</sub>: There is no significant relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State**

Table 4 shows the ANOVA of the simple regression of the relationship between administrators' innovative managerial ethics and teachers' job effectiveness in public secondary schools in Bayelsa State. The table revealed

that the f-value is 138.224, the p-value is 0.000, and it is less than the 0.05 level of significance, showing that administrators' innovation orientation positively impacts teachers' job effectiveness in public secondary schools in Bayelsa State. Therefore, the hypothesis which stated that there is no significant relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State was rejected. This shows that there is a significant relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State.

## DISCUSSION

The result presented in Table 1 shows that a positive relationship exists between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State. This finding aligns with the earlier study of Nwachuku *et al.* (2025). They stated that ethical leadership enhances teachers' job effectiveness by fostering trust, motivation, and collaboration, promoting a positive work environment, ensuring fairness and accountability, supporting professional growth, and ultimately improving teaching quality and student outcomes. The corresponding hypothesis in Table 3 shows that there is a significant relationship between ethical leadership and teachers' job effectiveness in public secondary schools in Bayelsa State. This is also in agreement with Brown *et al.* (2005). They stated that ethical leadership enhances teachers' job effectiveness by fostering motivation, job satisfaction, trust, collaboration, sound decision-making, and professional growth, thereby leading to improved student outcomes.

The result presented in Table 2 showed that a positive relationship exists between innovative orientation and teachers' job effectiveness in public secondary schools in Bayelsa State. This finding aligns with the study of Omoefe (2024), which states that innovation orientation in school leaders enhances teachers' job effectiveness by promoting proactive problem-solving, strategic thinking, ethical practices, and a supportive environment that fosters professional growth and improved student outcomes. The corresponding hypothesis in Table 4 also shows that there is a significant relationship between innovation orientation and teachers' job effectiveness in public secondary schools in Bayelsa State. This is in agreement with Emeka *et al.* (2025), who stated that innovation orientation in school leaders enhances teachers' job effectiveness by encouraging creativity, strategic decision-making, ethical practices, and a supportive environment that fosters professional growth and improved student outcomes.

## Conclusion

From the findings of the study, the researcher concluded

that both ethical leadership and innovation orientation are essential factors of effective managerial ethics and improved teacher job performance. Public secondary schools in Bayelsa State can achieve higher levels of productivity, professionalism, and educational quality when school leaders act ethically and embrace innovation as a core operational principle. Strengthening these leadership dimensions is therefore vital for advancing efficiency, school improvement, and students' overall learning outcomes.

## Recommendations

From the findings and conclusions of the study, the researcher recommended that:

1. The Bayelsa State Ministry of Education should reinforce ethical leadership among secondary school administrators to enhance innovative managerial ethics, thereby fostering accountability, transparency, and a culture of continuous improvement within the education system.
2. School administrators should actively foster a culture of innovation orientation by encouraging creative teaching methods, adopting new technologies, and supporting novel instructional strategies, as this will enhance teachers' job effectiveness and improve the overall quality of instruction.

## CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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